

Gillespie Primary School



Drug and Alcohol Policy May 2019

Gillespie's Drug and Alcohol policy

Schools are obliged to fulfil their statutory duty to promote pupils' wellbeing. This policy acts as the school's central reference point for the management of drug and alcohol incidents and for teaching and learning in drug and alcohol education as part of personal, social and health education (PSHE)

Section one:

The drug and alcohol policy

- The purpose of the drug and alcohol policy
- Consultation process
- Definition of drugs
- Roles and responsibilities in school
- The school's stance towards drugs
- Staff continuing professional development
- Confidentiality

Section two:

The drug and alcohol education curriculum

- Establishing a safe and supportive atmosphere
- Good practice in teaching and learning
- The drug and alcohol curriculum contents
- Visiting speakers
- Assessment
- Monitoring and evaluation
- Resources

Section three:

How the school manages drug-related incidents with confidence and consistency

- Definition of a drug related incident
- The school's response to drug related incidents
- Dealing with suspicion, rumour or disclosure about drugs
- Finding drugs or drug paraphernalia on school premises
- Possession or supplying of unauthorised drugs on school premises
- Someone under the influence of drugs or alcohol on school premises/school trips
- Pupils affected by parent/carer's problematic drug and alcohol use

Appendices:

1. [Record of incident involving an unauthorised drug](#)
2. [The school's smoking policy](#)
3. [Useful contacts and services](#)
4. [PSHE curriculum mapping](#)
5. [Drug & alcohol policy summary](#)

SECTION ONE

The purpose of the drug and alcohol policy

Gillespie's drug and alcohol policy acts as a central reference point to inform school staff, parent/carers, health professional and visiting speakers. It covers the school's role and responsibilities for the content and organisation of drug and alcohol education, the management of drug and alcohol incidents within the school boundaries and on school trips.

It is part of a wider framework aimed at communicating the values and ethos of the school and providing a safe, supportive and stimulating learning environment.

Definition of drugs

The definition of drugs used in this policy is taken from the United Nations Office on Drugs and Crime and used by the DfES:

“A substance people take to change the way they think, feel or behave.”

The term 'drugs' throughout this document is used to refer to:

all illegal drugs; all legal drugs including alcohol, tobacco, shisha, volatile substances, poppers and e cigarettes; all over the counter and prescription medicines and other drugs such as new psychoactive substances ('legal highs').

Roles and responsibilities

The Head Teacher has overall responsibility for drug issues in the school and shares the responsibility for developing, monitoring and reviewing the drug and alcohol policy with the Leadership team.

The Leadership team currently co-ordinate the development, monitoring and evaluation of drug education.

The member of staff who oversees and coordinates the management of any drug related incidents is **Head Teacher (Mark Owen)**.

The Safeguarding Committee has oversight for drug issues for school governors.

The school's stance towards drugs

Illegal and other unauthorised drugs are not acceptable on the school premises, school journeys, residential courses, educational visits and extracurricular activities.

Smoking is not permitted anywhere on the school site. – see Appendix 2 'The school smoking policy'

Staff continuing professional development

The school ensures that staff are confident in the teaching of drug education through staff INSET. The school follows the Islington Primary Scheme of Work for Primary Education which incorporates drugs education. If staff have any queries before teaching drug education, they can get advice from the Islington Healthy Schools Team. The school follows the correct protocol (see child protection policy) if a child divulges information that could put themselves or others at risk during a drug education lesson.

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass information on to the school's designated lead for safeguarding if what is disclosed may indicate that a pupil is at risk from themselves or others.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that is detrimental to their health and safety or against the law then this information has to be passed on. Pupils are encouraged to use 'distancing techniques' such as speaking in the third person when sharing in a discussion.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupils was at risk of harm to themselves or others.)

If a pupil discloses that they or someone they name is using drugs, the information will be passed on immediately to the school's designated lead for safeguarding, Mark Owen.

SECTION TWO

The drug and alcohol education curriculum

Drug and alcohol education is developmental and appropriate to the age and needs of every young person. It is part of a well-planned programme, delivered in a supportive atmosphere, where pupils feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Drug and alcohol education:

- ensures that pupils are able to make informed, healthy choices and appreciate the benefits of a healthy lifestyle now and in the future
- helps pupils develop personal and social skills when making decisions and managing situations where drugs are concerned.
- provides accurate key information which includes where to go for support and help
- supports pupils in coping with the pressure and influences that may lead to the misuse of drugs
- facilitates pupils in exploring their own and other people's attitudes to drugs, drug use and drug users, including challenging stereotypes, dispelling myths and exploring social influences.

Establishing a safe and supportive environment

- Boundaries for discussion and issues of confidentiality are discussed before drug and alcohol education lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when engaging pupils concerning sensitive issues.

Good practice in teaching and learning

- Using the correct terminology makes clear that everybody understands and avoids prejudiced-based language
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

The drug and alcohol curriculum

The school follows the Islington Scheme of Work for PSHE. Drug, alcohol and tobacco education is a key topic for study/discussion over a half term in each school year. In addition Year 6 work annually with Adad Theatre Company on a drama based work day around drugs education and transition to Secondary School

See PSHE curriculum appendix 4.

Visiting speakers

Drug and alcohol education is best taught by the class teacher as part of an on-going curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

Visiting teachers are briefed by the class teacher which includes level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a copy of the school drug and alcohol policy, which they are expected to follow.

Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may already have.

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- activities to find out what pupils feel is important to them.

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

- self and peer assessment
- reflections
- one-to-one and group discussion

Monitoring and evaluation

Monitoring and evaluation help to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of drug and alcohol education. A range of methods are used including:

- lesson observations
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- termly PSHE review

Resources

- Islington PSHE scheme of work.

SECTION THREE

How Gillespie manages drug-related incidents with confidence and consistency

Definition of a drug related incident

- dealing with suspicion, rumour or disclosure about drugs
- finding drugs or drug paraphernalia on school premises
- possession or supplying of unauthorised drugs on school premises/school trips
- someone under the influence of drugs or alcohol on school premises/school trips

The school's responses to drug related incidents

The school will have a variety of responses to a drug related incident after considering: the user's response; whether it is a one off incident or longer term situation; the drug involved; the user's motivation; how the drug was being used and in relation to the safety of others; knowledge of the pupil and their home circumstance; if supplying, the extent of this; other people involved.

After due consideration and consultation, the next response may be one of the following: Monitoring the situation; additional support, advice and education; referral to specialist agency; counselling; behaviour support plan; pastoral support programme; withdrawal of activities/privileges; case conference; informing the police or safer schools officer; consulting IPDAS; informing trading standards (regarding local sales of legal drugs to children); exclusion, (permanent exclusion will only be used as a final resort, after all other approaches have been taken).

In all cases, the incident will be immediately reported to the Chair & Vice-Chair of Governors.

Dealing with suspicion, rumour or disclosure about drugs

Staff should not assume use of drugs on the basis of rumour or behaviour alone. If there is suspicion, evidence will be collected over a period of time before a decision is made to question the pupil(s) involved.

Sensitive information regarding suspicion or rumour about drugs and drug misuse should be passed onto the Head teacher or in his absence designated safeguarding leads who will decide how to deal with it through monitoring or passing the information on to other relevant agencies. If a pupil discloses their use of drugs or that of another person, staff will be non-judgemental and show care and concern for the pupil. The pupil will be reminded that the information they have given will have to be passed on through the school's pastoral system. The school will assess the pupil's welfare support and needs and if necessary involve external support for the pupil and where appropriate, the family.

Finding drugs or drug paraphernalia on school premises

There are regular checks of the school grounds by the Premises Manager who knows how to deal with drug taking materials or syringes.

Pupils are taught not to touch any needles or syringes they may find and to inform a member of school staff immediately

If drugs or drug paraphernalia are found:

- a judgement should be made based on the type of substance found
- staff should ensure that tobacco, alcohol, solvents or over the counter / prescription drugs are moved to a safe place out of the reach of pupils.

The law permits school staff to take temporary possession of a substance that they suspect is an illegal drug, providing that all reasonable steps are taken to destroy the drug(s) or deliver it to a person lawfully entitled to take custody of it. In taking temporary possession of suspected illegal drugs, staff should:

- make sure that a second adult witness is present throughout
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and the name of the witness
- store it in a secure place, such as the school safe or other lockable container with access limited to senior members of staff
- report it to the Head Teacher who will contact the local police to report the finding of the drugs and organise their disposal .
- make a confidential record in the school incident book.

Needles or syringes found on site should be dealt with very carefully usually by the Premises Manager.

- the area should be cleared and the paraphernalia guarded until the appropriate handling materials arrive

- there is a sharps box on site - tongs, tweezers or heavy-duty gloves should be used to pick up the needle.
- wash hands thoroughly afterwards
- if the above cannot be carried out, one member of staff should keep guard whilst another contacts Islington's Drug Action Response Team to arrange removal of the sharps (Call 020 7527 2000 and they will log relevant details and arrange collection). The area will need to remain cleared until the sharps have been removed.

Possession or supplying of unauthorised drugs on school premises/school trips

All school staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors.)

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; or to cause personal injury to, do damage to the property of, any person(including the pupil.)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies (Department for Education 2014)

In all drug related incidents in school, the Headteacher, in consultation with key staff will decide on responses, including the use of sanctions and/or counselling and support.

If a member of staff suspects a pupil has drugs or drug paraphernalia on them or in their lockers/bags, they can ask the pupils to hand them over, in the presence of another adult. If the pupil refuses then the decision to search is taken by the Headteacher.

Staff will confiscate pupil's property where they believe it to be harmful or detrimental to safety or good behaviour. If drugs are found, parent/carers are to be informed immediately unless there is a child protection issue. Alcohol, tobacco (including shisha and e-cigarettes) and unauthorised medicines brought into school by pupils should be stored and then, if legal for adults, handed over to parents/carers unless there is a child protection issue. If the substance is unknown or deemed to be illegal, then the police are called to dispose of it. (The law does not require the school to divulge the name of the pupil from whom the drug was taken). All drug related incidents are recorded and kept confidential (form at appendix 1).

Someone under the influence of drugs or alcohol on school premises/school trips

The health and safety of the person/people involved must come first, whilst taking into account the health and safety needs of the school as a whole.

If a pupil is found to be under the influence of a drug and is deemed not an emergency:

- they should be removed to a quiet room if possible and not be left alone
- they will be helped to calm down and medical assistance sought
- school first aiders and the Head teacher should be informed straight away
- Parent/carers should be informed unless there is a child protection issue.
- the incident is recorded and kept confidential.

If a pupil is found to be under the influence of a drug and has collapsed or is unconscious:

- they should be placed in the recovery position and an ambulance called immediately

- school first aiders and the Head teacher should be informed straight away
- parent/carers should be informed straight away in all circumstances unless there is a child protection issue
- the incident is recorded and kept confidential.

If a parent/carer or any other adult is found to be under the influence of a drug or alcohol:

- they will be asked to leave, unless they require medical attention
- and they are too intoxicated, health and safety procedures must be followed so that the person is safe, not left alone and free from harm
- and have come to collect their child, the school will sensitively offer for someone else to come and collect their child
- if the school is concerned about the risk to the pupil, child protection procedures will take place
- the incident is recorded and kept confidential.

If any of these incidents take place whilst on a school trip, the same procedures will take place and the Headteacher will decide appropriate action and for the continuation of the trip.

Members of staff are aware that whilst responsible for pupils on a school trip, they should not be using alcohol or tobacco or any other unauthorised drug.

Children affected by parent/carer's drug and alcohol use

The school's response to any concern affecting individual pupils is always taken seriously.

Information is confidentially passed to the designated safeguarding lead who will monitor health and safety issues and after consulting the Head teacher will act if necessary to protect the child.

Pupils seeking one to one help of a member of staff, will be supported within the boundaries of the confidentiality policy and depending on their age and individual needs be given information about services that they could contact for advice and support.

Appendix 1**Gillespie Record of incident involving an unauthorised drug****Gillespie Record of incident involving an unauthorised drug**

Date of incident	
Name of pupil	
Class	

Tick category:

Emergency/intoxication, pupil or adult		Disclosure of parent/carer drug use	
Pupil in possession of a drug		Parent/carer expresses concern	
Pupil supplying on school premises		Incident occurring off school premises	
Pupil disclosure of drug use		Incident occurring on school trip	

Drug involved (if known)	
Where found/confiscated/ used	
Was a search involved	
Who authorised the search	
Where drug was taken and stored	
Disposal arrangement	
Member(s) of staff involved, including senior member of staff	
Was first aid given? Who by?	
Was ambulance/doctor called? (give time and date)	
Name of parent/.carer informed	
Informed by	
Brief description of incident (including physical symptoms)	
Other action taken	
Report form completed by	
Date	

Appendix 2

Gillespie smoking policy

Date: May 2019

The purpose of the policy

The purpose of this policy is to ensure that the school is a smoke free environment for everyone. We aim to provide our pupils with consistent messages and non-smoking role models within the school regarding tobacco, e shisha, shisha pens, e cigarettes and all other varieties of the product. This policy applies to pupils, staff, parent/carers, visitors and contractors to the school. It applies to all activities held in the school including before or after school sessions and any outside activity the school is used for.

It links with the school's safeguarding, confidentiality, health and safety, drug and alcohol policies and is in line with the Islington Smoke Free Guide.

Responsibilities

Smoking will not be permitted in any part of the school's premises or vehicles. The enforcement of this total smoking ban is the responsibility of the Headteacher and all members of staff.

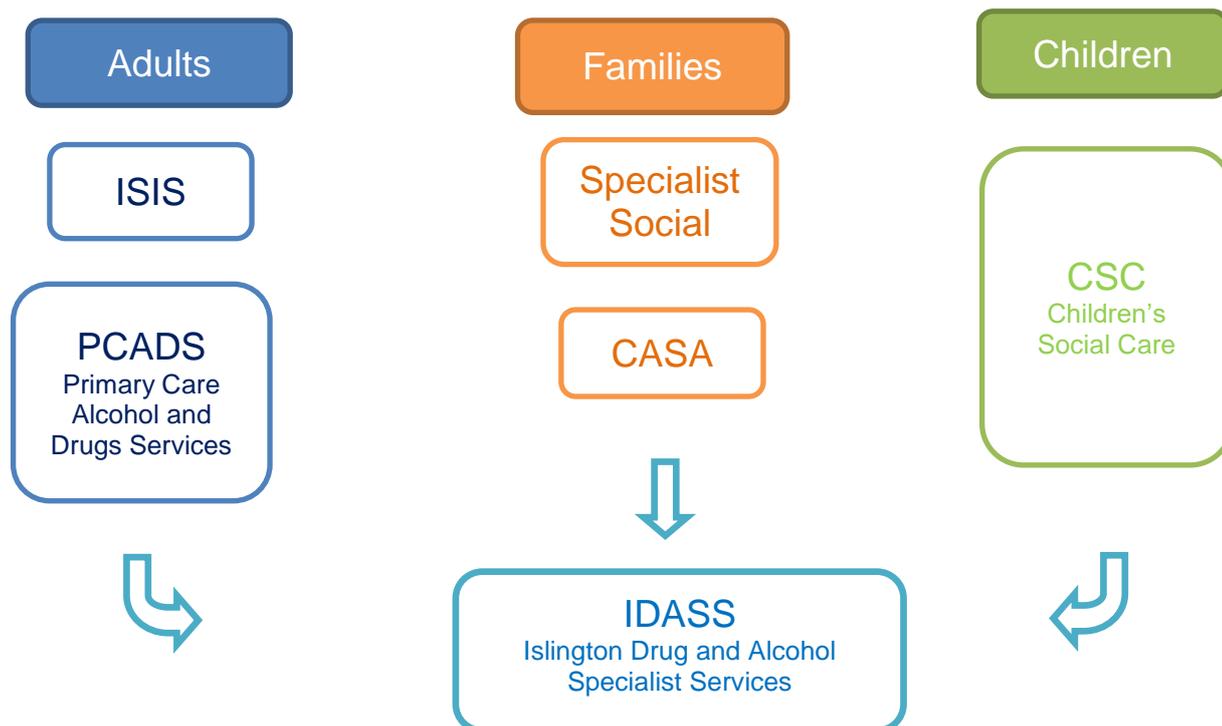
Staff who smoke are only permitted to do so when they are on a break and off and out of sight of the school premises. Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of second hand smoke on pupils and colleagues. Staff should ensure:

- they wear a jacket whilst smoking and remove it once they re-enter the building
- wash their hands after smoking

Smoking and drug education

See Section 2 above

Appendix 3 Useful contacts and services



CASA Family Service

- focus their work on families and looking at the impact of a parent's alcohol or drug on children and the home environment.

ISIS and Primary Care Alcohol and Drugs Services (PCADS)

- focus on working with the parent as an individual in tackling their addiction.

Children's Services Contact Team (CSCT)

- are part of Children's Social Care and support the welfare of the child.

Islington Drug and Alcohol Specialist Services (IDASS)

- support adults with more complex drug and alcohol needs. Any of the previous support services mentioned can make a referral to the service.

All of the services are well linked together and schools can make referrals to any agency as well as encouraging parents to self-refer.

CASA Family Service

020 7561 7490

The CASA Family Service works with children, young people and families who are having difficulties because of parental use of alcohol or other drugs and aims to help parents provide a safer and more secure family environment. The service is free and confidential and offers:

- Advice & information to parents, children & young people
- Therapeutic family work for parents, children and young people to strengthen protective parenting and increase resilience for children and young people
- Group work for children and young people
- Consultation and training to professionals

CASA Islington Community Alcohol Service

020 7833 9899 icas@casa.org.uk

The Islington Community Alcohol Service provides information, advice, immediate support, or on going treatment to any Islington resident who is concerned about their own or someone else's drinking.

This is a welcoming, friendly and professional service. We recognise that it can be difficult to seek help about an alcohol problem. They aim to make it as easy as possible to access the service and to make people feel comfortable once they have contacted them.

CASA Families, Partners and Friends Service

020 7833 9899

Fpf.service@casa.org.uk

A person's drug or alcohol misuse has a big impact on people close to them. Family members and friends can find their own health and wellbeing badly affected.

People close to a drug or alcohol user can find themselves trapped in the trauma of addiction; feeling responsible, but unsure how to help. They are often desperate for advice and support for themselves.

This service can help a family member, partner or friend to regain control over their own life, whether or not the drug or alcohol user is also receiving help.

Islington's Young People's Drug and Alcohol Service (IYPDAS)

020 7527 5099/020 7527 5554

drugs@islington.gov.uk

This service works with young people 8 – 18 who live or have a GP in Islington and are looking for support with a substance misuse issue. IYPDAS provides specialist treatment to young people who are misusing substances. Services offered include one-to-one sessions; advocacy; joint working with peer services; family/carer support and onward referral as required.

ISIS (Direct Access) Service

020 7272 1231 / 0207 561 3310

islingtonisis@cri.org.uk

ISIS is a 'one stop shop' within Islington for anyone wanting treatment and support in relation to drugs. ISIS is provided by Cranstoun, Crime Reduction Initiative (CRI) and Whittington Health, working in partnership.

Islington Children's Safeguarding Board (ICSB)

<http://www.islingtonscb.org.uk/key-practice-guidance/Pages/Substance-misuse.aspx>

This website provides further information about safeguarding children in Islington where there are concerns about a parent or carer using alcohol or substances. There are also links to other useful websites and related documents.

Resources for developing and reviewing a drugs policy

- Mentor: Reviewing your drug and alcohol policy A toolkit for schools 2012 including the appendices regarding consultation process
<http://mentor-adepis.org/reviewing-your-drug-and-alcohol-policy-a-toolkit-for-schools/>
- DfE and ACPO drug advice for schools 2012 www.education.gov.uk
- Searching, screening and confiscation – advice to Headteachers, school staff and governing bodies DfE 2014

Appendix 4 PSHE curriculum mapping

Curriculum PSHE: drug, alcohol and tobacco education (DATE)						
Year	Y1 What goes into and onto bodies?	Y2 Medicines and me	Y3 What is a drug?	Y4 Drugs common to everyday life	Y5 Influences	Y6 Situations
Lesson 1 Learning intention - Pupils learn: Learning outcomes - Pupils:	<p>1. about what can go <u>into</u> bodies and how it can make people feel</p> <p>1.1 are able to name substances that can go into bodies 1.2 can say how these can make people feel 1.3 can identify whether a substance might be harmful to take in 1.4 know who to ask if they are unsure and how to ask for help</p>	<p>1. why medicines are taken and that there can be alternatives to taking medicines</p> <p>1.1 know that the purpose of medicines is to help people get well or feel better or if they are ill 1.2 can identify a time when medicine has helped them 1.3 understand that there are also alternatives to taking medicines</p>	<p>1. the definition of a drug and that drugs (including medicines) can be helpful or harmful</p> <p>1.1 know the definition of 'drug' 1.2 can identify when a drug may be helpful or harmful 1.3 understand that whether a drug is helpful or harmful will depend on the drug and how it is used</p>	<p>1. about drugs that are common to everyday life and why people choose to use them</p> <p>1.1 know that drugs come in different forms 1.2 can identify some alternatives to using drugs 1.3 understand there may be different reasons why someone wants to use a drug</p>	<p>1. about the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis)</p> <p>1.1 know the effects and risks of different smoking drugs (cigarettes, e-cigarettes, shisha and cannabis) 1.2 know about the law in relation to these 1.3 can begin to judge the level of risk in relation to different smoking drugs 1.4 understand that there are risks in relation to all smoking drugs</p>	<p>1. about the effects and risks related to legal and illegal drugs</p> <p>1.1 know the law about illegal drug use and some of the laws that surround legal drugs 1.2 can describe the possible effects and risks of different drugs 1.3 understand that risk depends on what, how and when a drug is taken</p>
Lesson 2 Learning intention - Pupils learn: Learning outcomes - Pupils:	<p>2. about what can <u>onto</u> bodies and how it can make people feel</p> <p>2.1 are able name things that can go onto bodies 2.2 can say how things that go onto the body might make people feel 2.3 understand that substances can be absorbed through the skin 2.4 know what to do when they are unsure and how to ask for help</p>	<p>2. what medicines look like and how they are used</p> <p>2.1 know that medicines have an individual and specific use 2.2 can describe the different forms that medicines come in 2.3 understand the difference between prescribed medicine and medicine that can be bought from a chemist</p>	<p>2. about tobacco and its effects on the body</p> <p>2.1 know the effects that tobacco can have on the body 2.2 can identify the benefits of remaining smokefree 2.3 understand the risk of secondhand smoke and that there are guidelines and laws that relate to this</p>	<p>2. about different types of drug use (social, habitual, addiction and overloading)</p> <p>2.1 know that drugs can be used in different ways - know that this can be described as social, habitual, addiction and overloading and understand what these terms mean 2.2 can identify when drug use might be problematic 2.3 know where they can go for help if they are concerned about someone's use of drugs</p>	<p>2. about the conflicting messages portrayed in the media concerning alcohol and tobacco</p> <p>2.1 know there can be a range of influences in relation to drug use 2.2 can identify key messages presented in the media in relation to drug use 2.3 understand why there may be conflicting messages about substances such as alcohol and tobacco</p>	<p>2. about the risks associated with drug use in different situations</p> <p>2.1 identify situations when drug use may occur 2.2 begin to understand the level of risk around drug use in different situations 2.3 understand that a person's drug use can affect themselves and others</p>
Lesson 3 Learning intention - Pupils learn: Learning outcomes - Pupils:		<p>3. safety rules about using and storing medicines</p> <p>3.1 know that medicines come with instructions to be used safely 3.2 identify how they can keep safe around medicines and know who to ask for help 3.3 understand that medicines can be harmful if not taken correctly</p>	<p>3. about the help available for people to remain smoke free or quit smoking</p> <p>3.1 know about some of the support and medicines that people might use to help them stop smoking 3.2 have some ideas of what they can say/do to help someone who might want to stop smoking 3.3 understand that there are benefits for people who choose to stop smoking but that it can be hard to stop smoking after starting</p>	<p>3. about alcohol and its effects on the body</p> <p>3.1 know that alcohol is a substance found in some drinks and some of the different ways that alcohol can affect the body 3.2 can identify situations when it is not safe for alcohol to be consumed 3.3 understand that people can choose to be alcohol free and that there are guidelines on the amount of is safe for people to drink</p>	<p>3. strategies to resist pressure concerning drug use</p> <p>3.1 understand the pressures people may feel concerning drug use 3.2 are able to demonstrate a range of different strategies that people can use to resist pressure in relation to drug use 3.3 know who to ask for help when facing situations in which they may feel pressured</p>	<p>3. how to respond to drug use in different situations</p> <p>3.1 know some ways to respond to drug use in different situations 3.2 can recognise which strategy might be the most effective in different situations 3.3 know where to get help, advice and support</p>
Lesson 4 Learning intention - Pupils learn: Learning outcomes - Pupils:			<p>4. Optional/additional lesson: that medicines can be used to manage and treat medical conditions and the importance of this being done correctly (asthma)</p> <p>4.1 know what asthma is and how it can affect people 4.2 can recognise the symptoms of an asthma attack 4.3 understand how people with asthma can look after themselves – understand the difference between managing asthma as a condition and treating an asthma attack</p>			

Appendix 5

Gillespie Drug and Alcohol policy summary

This is a summary of **Gillespie's** drug and alcohol policy. For further details, please see the full policy. The policy sets out the school's role in relation to all drug matters, including the content and organisation of drug education, the management of all drug incidents within the school boundaries and on school trips.

This policy applies to every member of the school community, parents and visitors whilst on the school premises. It also applies when on school journeys, educational visits, residential courses and extra-curricular activities.

Roles and responsibilities

All staff have a responsibility for safeguarding each pupil and maintaining confidentiality. All staff are responsible for reporting any drug related issues or incidences. The member of staff who oversees and coordinates the management of drug related incidents is **Head Teacher (Mark Owen)**.

Definition of a drug

The term 'drugs' throughout this document is used to refer to:

all illegal drugs; all legal drugs including alcohol, tobacco, shisha, volatile substances, poppers and e cigarettes; all over the counter and prescription medicines and other drugs such as new psychoactive substances ('legal highs').

The school's stance towards drugs and drug issues

Illegal and other unauthorised drugs are not acceptable on the school premises, school journeys, residential courses, educational visits and extra-curricular activities.

Drug education

Drug education is planned as part of PSHE programme. It is developmental and appropriate to the age and needs of every young person. It starts from where pupils are in their knowledge, skills and attitudes. Pupils learn age appropriate key information about drugs, explore different attitudes around and learn to practice skills that will enable them to stay confident and safe. Pupils are able to think about their feelings, beliefs and values and compare these with those of their peers.

The management of drug related incidents

A drug related incident is defined as dealing with suspicion, rumour or disclosure about drugs; finding drugs or drug paraphernalia on school premises; possession or supplying of unauthorised drugs on school premises/school trips; someone under the influence of drugs or alcohol on school premises/school trips. The school will have a variety of responses to a drug related incident after considering: the user's response; whether it is a one off incident or longer term situation; the drug involved; the user's motivation; how the drug was being used and in relation to the safety of others; knowledge of the pupil and their home circumstance; if supplying, the extent of this; other people involved.

The school smoking policy

The school premises are a smoke free environment for everyone. Staff and other adults do not smoke whilst on school trips.